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ABSTRACT

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on health is divided into ten topics. The topics included are Nutrition, Reproduction, Menstruation, Contraception, Alcohol Abuse, Tobacco, Immunization, Disease, Accident Prevention, and Emergency Procedures. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook (see note). (BM)

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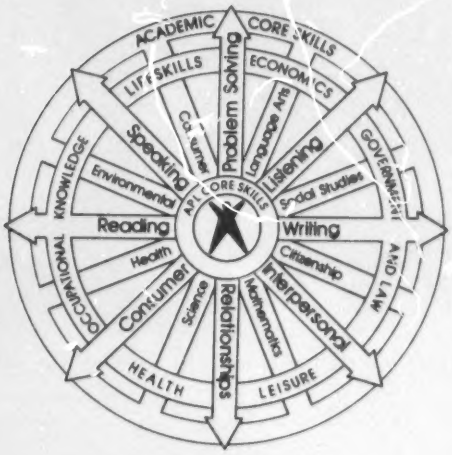

NEVADA COMPETENCY BASED
ADULT HIGH SCHOOL DIPLOMA PROJECT

HEALTH

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CE 024 144

INTRODUCTION

This package is designed as equivalent to a semester's course in Health. The topics have been selected as representative of present day adult concerns.

The competencies may be taught in the suggested order or rearranged at the instructor's option. It is suggested however, that the Reproduction and Menstruation competencies be presented in the suggested order or together. Caution and sensitivity should be exercised in dealing with these subjects. The student should certainly be allowed to select a performance indicator utilizing a mode with which he/she feels comfortable, perhaps writing an answer as opposed to an oral answer. You may encounter students who refuse to deal with these subjects and will, therefore, find it necessary to either find other acceptable ways (both to you and to the student) of presenting the material or delete these subjects, even though they are a very important part of the Health content area.

TOPICS

Nutrition

Reproduction

Menstruation

Contraception

Alcohol Abuse

Tobacco

Immunization

Disease

Accident Prevention

Emergency Procedures

HEALTH

Nutrition

The student will be able to identify the components of a recognized healthful balanced diet.

H - 1

Pre-test: #1 and #3

Post-test: #2, #3, and #4

PERFORMANCE INDICATORS:

1. Circle the letter of the correct answer.

   (a) 2 servings in the milk group, 2 servings in the meat group, 4 servings in the fruit and vegetable group, 4 servings in the grain group.

   (b) 3 servings in the milk group, 2 servings in the meat group, 3 servings in the fruit and vegetable group, 2 servings in the grain group.

   (c) 3 servings in the milk group, 3 servings in the meat group, 4 servings in the fruit and vegetable group, 3 servings in the grain group.

2. Orally discuss with your teacher what components are needed for a recognized balanced diet.

3. Construct in writing a balanced menu plan for one day, choosing foods from the following list:

milk	coffee	yogurt	spinach	banana	steak
egg	coke	hamburger	orange juice	spaghetti	ice cream
toast	2 rolls	apple	chef's salad	burrito	

4. Find the following low calorie diets (liquid food, grapefruit, weight-watchers), and identify the components of a balanced diet in each and tell orally or in writing if the diets are healthfully balanced.

HEALTH

Nutrition

H - 2	The student will be able to compare the nutritional similarities and differences of "natural health foods" and "conventional foods".
Pre-test: #1 and #2 Post-test: any two	

PERFORMANCE INDICATORS:

1. Write the letter "T" in the blank next to the statement if you feel the statement is true. If you feel the statement is false, write the letter "F".

   _____ A vitamin is a vitamin even if it was synthetically made and added to the food, or is already present "naturally" in the food.

   _____ Some foods which are advertised as "natural" have more nutritional value than "conventional processed" foods; but many "natural" foods are merely made without preservatives and are nutritionally equal to processed foods.

   _____ There is no way of determining the nutritional value of the food people buy, so one must rely on the advertisements for information.

2. Discuss with your teacher the nutritional similarities and differences of "natural health foods" and "conventional foods".

3. Make a chart comparing the nutritional similarities and differences of "natural health foods" and "conventional foods".

4. Compare in writing the nutritional similarities and differences of "natural health foods" and conventional foods".

The student will be able to identify the structures and functions of the reproductive system in men and women.

H - 3

Pre-test: #1 and #2
Post-test: any

NOTE: See Health introduction

PERFORMANCE INDICATORS:

1. Place a "T" in the blank next to the statement if it is true, and an "F" if it is false.

_____ A. The testes are the organs located in the scrotum sac which produce sperm in the man.

_____ B. The scrotum functions to keep the testes warmer than body temperature.

_____ C. The ovary produces only one mature egg a month.

_____ D. The prostate gland is located under the bladder in men and produces a white fluid which makes up a major part of the seminal fluid.

_____ E. The fallopian tube carries the egg from the ovary to the uterus, where the egg will attach and grow if fertilized.

_____ F. The cervix is the mouth of the vagina.

_____ G. The seminal vesicle stores the sperm only.

2. Match the correct function with the appropriate reproductive structure. (Place letter of the function in correct blank of the structure.)

_____ Seminal Vesicle	a) stores semen and sperm
_____ Fallopian Tube	b) produces eggs
_____ Prostate Gland	c) passes seminal fluid from male to female
_____ Ovary	d) regulates temperature of testes
_____ Uterus	e) birth canal
_____ Penis	f) opening to uterus
_____ Vagina	g) produces sperm
_____ Scrotum	h) the oviduct which passes egg to uterus
_____ Testes	i) produces white semen
_____ Cervix	j) the womb

3. Identify orally to your teacher the structure and function of the reproductive system in men and women. (A diagram may be used.)

4. Describe in writing the reproductive system in the male and female, including the functions of the individual structures.

HEALTH

Menstruation

The student will be able to describe the process and function of menstruation.

H - 4

Pre-test: #1 and #2
Post-test: any

NOTE: See Health introduction

PERFORMANCE INDICATORS:

1. Place the letter "T" in the blank if the statement is true and an "F" if it is false.

   _____ A. Menstruation is a process by which the fertilized egg is nourished.

   _____ B. During the process the lining of the uterus is shed as a natural means for the uterus and vagina to be cleaned.

   _____ C. Once discharged from the ovary, the egg takes 5 - 6 days to arrive at the uterus.

   _____ D. If the egg is not fertilized, it disintegrates and the uterine lining is discharged from the body.

   _____ E. The menstruation cycle takes only 21 days on the average.

2. Fill in the blanks with the correct missing words.

   _____ is a process by which a "nest" is provided to cushion and nourish the fertilized _____ in the _____. However, the "nest" is shed if the _____ is not _____. The shed provides a natural means for the uterus and _____ to be _____. The entire process

involves: (1) the _____ producing a mature _____, which breaks out of the _____ and travels down the _____ tube; (2) In _____ days the _____ arrives at the _____, where a soft lining of _____ and _____, to nourish the egg, has collected. If the egg is not _____, it will _____ and the _____ is discharged out of the body. The process takes approximately _____ days and occurs every month from the ages of approximately _____ to _____, on the average.

3. Describe in writing the three stages of the menstrual cycle and the function of menstruation. (A diagram may be used).

4. Orally discuss with your teacher the process and function of menstruation. (A diagram may be used).

HEALTH

Contraception

The student will identify the differences between the contraceptive methods—pill, IUD, diaphram, foam, jelly, cream, condom, rhythm, sterilization, and withdrawal in terms of description and effectiveness.

H - 5

Pre-test: #1 and #2
Post-test: any

PERFORMANCE INDICATORS:

1. Place the letter "T" in the space next to the statement if it is true and an "F" if it is false.

_____ A. According to percentage of effectiveness, the pill, sterilization, IUD, diaphram, and the condom are the best contraceptive methods.

_____ B. Douching immediately after intercourse will protect a woman from pregnancy 50% of the time.

_____ C. Jellies, creams, and foams are effective 90-97% of the time.

_____ D. Rhythm is a method of determining when a woman can have sexual intercourse with less risk of pregnancy.

_____ E. As long as the penis is removed before ejaculation, withdrawal is just as effective as foams.

2. Place the letter of the correct description in the blank of the corresponding contraceptive method. You may use a description more than once.

_____ pill	_____ cream	_____ diaphram
_____ rhythm	_____ jelly	_____ condom
_____ withdrawal	_____ IUD	_____ sterilization
_____ douching	_____ foam	

a) Small piece of plastic with nylon threads attached, which is inserted into the uterus. Effectiveness is 97%.

b) Comes in tube and contains chemicals which kill sperm and acts as a physical barrier to the sperm. Effectiveness is 90-97%.

c) Washing the vagina after sex with water, lemon juice, or other home remedies. Effectiveness is nil.

d) Ducts carrying sperm or the egg are tied and cut surgically, which prevents sperm and egg from reaching each other. Effectiveness is 100% and not reversible.

e) Ways to find out when woman is most likely to become pregnant and intercourse is avoided at that time. Records of daily temperature, vaginal secretions, and menstrual periods are kept. Effectiveness depends on careful use of ovulation information and can approach that of the diaphram or condom.

f) Comes in aerosol cans or applicators. Contains chemicals which kill the sperm and acts as physical barrier to the sperm. Effectiveness is 90-97%.

g) Contains two hormones (estrogen and progestin) similar to a woman's hormone, which prevents the egg's release from the woman's ovaries. Effectiveness is 99.7-100%.

h) A shallow rubber cup used with a sperm-killing jelly or cream. Fits inside the vagina and forms a barrier between the sperm and uterus. Effectiveness is 97%.

i) A sheath of rubber shaped to fit snugly over the erect penis. Prevents sperm from entering the woman's vagina during intercourse. Effectiveness is 97%.

j) Penis is withdrawn from the vagina before ejaculation. Extremely risky since sperm may be released before an orgasm is attained.

3. Make a chart which list the contraceptive methods-pill, IUD, diaphram, foam, jelly, cream, condom, rhythm, sterilization, and withdrawal in

order of the effectiveness. Include in your chart the description of each method.

4. Explain in writing each contraceptive method—pill, IUD, diaphram, foam, jelly, cream, condom, rhythm, sterilization, and withdrawl in terms of their description and effectiveness.

HEALTH

Alcohol Abuse

H - 6

Pre-test: #1 and #2
Post-test: #2 or #3

The student will be able to define normal/social drinking, problem drinking and alcoholism and identify the seven factors influencing how individuals are affected by alcohol.

PERFORMANCE INDICATORS:

1. A. Place the correct letter of the definition which matches the form or drinking in the space provided.

_____ social drinking

_____ alcoholism

_____ problem drinking

a) Drinking only occasionally and for innocent reasons. One could stop and never miss alcohol.

b) Drinking everyday and one depends on alcohol more than one will admit and is having difficulty doing without.

c) One has lost control over one's drinking and one drink means another, alcohol is seriously interfering with every aspect of one's life.

B. Circle the correct letter.

Seven factors which influence how individuals are affected by alcohol are:

a) speed of drinking, food consumption, mood, attitude, company present, time of day of drinking, health.

b) speed of drinking, beverage type, body weight, health, mood, time of day, company.

c) speed of drinking, food consumption, mood, attitude, body weight, body chemistry, beverage type.

2. Define in writing normal/social drinking, problem drinking and alcoholism and list the seven factors influencing how individuals are affected by alcohol.

3. Orally define to your teacher the definitions of normal/social drinking, problem drinking and alcoholism and orally identify the seven factors which influence how individuals are affected by alcohol.

4. Do you drink alcohol? Which type of "drinker" are you? Have you experienced any of the seven factors influencing those who drink alcohol? Which? Answer orally or in writing.

HEALTH

Tobacco

H - 7

Pre-test: #1 and #4
Post-test: #4 and any

The student will be able to identify five adverse health effects of tobacco smoking.

PERFORMANCE INDICATORS:

1. Place the letter of the correct answer in the blank.

   _____ Five adverse health effects of tobacco smoking are:

   (A) Heart disease, peptic ulcer, diabetes, indigestion, hyperactive.

   (B) Heart disease, peptic ulcer, emphysema, bronchitis, lung cancer.

   (C) Heart disease, emphysema, breast cancer, anemia, smoker's cough.

   (D) All of the above.

2. List in writing five adverse health effects of tobacco smoking.

3. Tell your teacher (orally) five adverse health effects of tobacco smoking.

4. Do you smoke? Do you suffer any of the five adverse health effects of tobacco smoking? Which?

HEALTH

Immunization

The student will be able to identify the childhood diseases every school age child must be immunized against.

H - 8

Pre-test: #1 and #2
Post-test: #3 and #4

PERFORMANCE INDICATORS:

1. Place a "T" in the blank if the statement is true and an "F" if the statement is false.

   _____ Every school age child must be vaccinated against the following diseases: polio, influenza, rubella, diphtheria, tetanus, and small pox.

2. Circle the diseases every school age child must be vaccinated against.

   A. polio
   B. rubella
   C. influenza
   D. scarlet fever
   E. rubeola
   F. chicken pox
   G. diphtheria
   H. small pox
   I. whooping cough
   J. tetanus

3. List in writing or orally every disease a school age child must be vaccinated against.

4. Bring in either your vaccination record or that of your child and orally discuss with your teacher the record in terms of completeness, emphasizing the diseases every school age child must be vaccinated against.

HEALTH

Disease

H - 9

Pre-test: #1 and #2
Post-test: any two

The student will be able to list the seven warning signs of cancer.

PERFORMANCE INDICATORS:

1. Circle the correct answer.

   Which set contains the warning signs of cancer?

   (A) Change in bowel or bladder habits, unusual bleeding or discharge, change in skin coloration, cough or hoarseness.

   (B) Change in bowel or bladder habits, a sore that doesn't heal, lump or thickening in a breast or elsewhere, nagging cough or hoarseness.

   (C) Unusual bleeding or discharge, indigestion or difficult swallowing, obvious change in wart or mole.

   (D) A and C only

   (E) B and C only

2. List in writing the seven warning signs of cancer.

3. Make a chart illustrating the seven warning signs of cancer. You may wish to include diagrams of the signs or examples of corresponding cancers.

4. Orally list the seven warning signs of cancer to your teacher.

HEALTH

Disease

The student will be able to identify the three major types of venereal disease and their causes, cures, symptoms, and prevention.

H - 10

Pre-test: #1 and #2

Post-test: #1

PERFORMANCE INDICATORS:

1. Match the correct venereal disease to its causes, cures, symptoms, and prevention. Place the correct letter of the description in the blank next to its disease.

_____ Herpes II

_____ Gonorrhea

_____ Syphilis

A. Spread by sexual intercourse; painless sore called a chancre appears in primary stages; large dose of antibiotics will cure it; use of a condom will provide "some" protection; caused by bacteria.

B. Spread by sexual intercourse; itching or burning during urination in men, and a white discharge in women; antibiotics can cure best in early stages; condom provides "some" protection; caused by bacteria.

C. Spread by sexual intercourse; blister like sores appear; no cure; condom use will reduce spread; caused by virus.

2. Fill in the blanks of the following paragraph.

_____ and _____ are both caused by bacteria and are easily cured with large doses of antibiotics. However, _____ is caused by a

_____ and has no cure. It is spread by _____ _____. The best prevention is abstintion. For many, the most realistic prevention is to use the _____, which will provide "some" protection only. _____ can be detected when the infected individual develops a sore called a _____ on the genitals. Gonorrhea is detected when burning or itching occurs during urination in men and a _____ occurs in women. Blister like sores are characteristic of _____.

3. Make a chart of the three major venereal diseases, including their causes, symptoms, cures, and prevention.

4. Describe the three major venereal diseases and three causes, symptoms cures, and prevention in writing or orally.

HEALTH

Accident Prevention

The student will identify three frequent accidents which occur in the home and one preventative measure a family should take for each type.

H - 11

Pre-test: #1 and #2
Post-test: #2 or #3

PERFORMANCE INDICATORS:

1. Place the letter of the correct accident in the blank next to the corresponding prevention methods.

   _____ Keep toys off floor, use rubber-backed rugs.

   _____ Keep drugs out of reach of children.

   _____ Keep caps over outlets, use appliances away from water.

   A) falls
   B) electrical shock
   C) burns
   D) poisoning
   E) explosions

2. List in writing three frequent accidents which occur in the home and give one preventative measure a family should take for each type.

3. Orally discuss with your teacher the three common home accidents and their prevention.

4. Make a survey of your own home and list in writing possible accidents that could occur and what could be done to prevent such accidents.

HEALTH

Emergency Procedures

H - 12

Pre-test: #1 and #2
Post-test: #2, #3 and #4

The student will identify and apply the proper first-aid emergency procedures for accident of drowning and food choking.

PERFORMANCE INDICATORS:

1. Place a "T" in the blank next to the statement if it is true. If the statement is false, place an "F" in the blank.

Choking

_____ A. Do not ask the victim if he can talk or breathe, the answer is always obvious.

_____ B. If the victim is standing, stand behind him, place your arms around his waist, make a fist with the thumb against the victim's abdomen (just below the ribs).

_____ C. Grab your fist with your other hand and press into the victim's abdomen with a slow downward motion.

_____ D. If the victim is sitting, make him stand.

_____ E. If the victim is lying on the floor, turn him on his back place your hands on top of each other, place them below the ribs and press with a quick upward motion.

Drowning

_____ F. Give artificial respiration if the victim is not breathing.

_____ G. Pull the head back to clear the airway, and check for foreign objects with your index finger.

_____ H. Lower the head, and begin mouth to mouth breathing by pinching the victim's nose shut and blowing into their mouth.

_____ I. Blow at a rate of every 10 seconds.

2. Describe in writing the emergency procedures for drowning and food choking accidents.

3. Orally discuss with your teacher what emergency procedure you would follow for each case study.

   A) John is at a picnic, when he suddenly grabs his throat and falls to the ground seemingly gasping for air.

   B) A little girl was swimming in her neighbor's pool without supervision. You discover she has not surfaced and you assume she has drowned.

4. Demonstrate the emergency procedures for drowning and choking accidents to your teacher.

ANSWERS

H - 1

1. A

2. The student should state that 2 servings from the milk group (milk, yogurt, dairy products), 2 servings from the meat group (meat, egg, nuts, beans), 4 servings from the fruit and vegetable group and 4 servings from the grain group are needed to construct a balanced diet.

3. Any balanced menu will do as long as it has at least 2 servings from the milk group, 2 servings from the meat group, 4 servings from the fruit and vegetable and 4 servings from the grain group. An example could be:

Breakfast	orange juice milk egg toast
Lunch	chef's salad yogurt coffee roll
Dinner	spagetti roll spinach apple/bananna fruit salad

4. The student should point out that the liquid diet lacks substance even though it contains the vitamins and minerals. Used as a substitute to one or more meals means a loss in the necessary servings for a balanced diet. The grapefruit diet increases the amount of fruit servings (grapefruit), thereby increasing the intake of acidic juices which burn off the rest of one's daily intake. This is very hard on the stomach and also results in less intake of calories than in a balanced diet. Otherwise the diet could be useful if one would reduce the grapefruit intake. The weight-watchers diet is a balanced diet based on low calorie foods. it is the best, most healthful diet to follow.

ANSWERS

H - 2

1. T
   T
   F

2. The concept is that a "vitamin is a vitamin" even if it was synthetically made and added to the food, or is already present in the food. However, some "natural foods' have more vitamins and nutrients than today's high processed "conventional foods". Reading the label will allow a person to decide whether one is actually buying a product that is better nutritionally, or is just advertised as better because it is "natural" (often one difference is there are no preservatives, or ingredients are not processed). A student may mention examples such as white enriched bread vs. whole wheat bread, or natural health store vitamins vs. Lucky Brand vitamins.

3. As long as the student can successfully compare the two food types in terms of the answer to #2, the student should get credit. The student may have three or four columns of labels such as conventional product, natural product, nutritional values, and examples.

4. Apply #2

H - 3

1. A. T
   B. F
   C. T
   D. T
   E. T
   F. T
   G. F

2. a seminal vesicle
   h fallopian tube
   i prostrate gland
   b ovary
   j uterus
   c penis

ANSWERS

e vagina
d scrotum
g testes
f cervix

3. seminal vesicle - stores sperm and white semen
prostate gland - produces white semen
penis - passes the seminal fluid from the male to the female
scrotum - regulates the temperature of the testes
testes - produces sperm
fallopian tube - oviduct which carries the egg to the uterus from the ovary
ovary - produces eggs
uterus - the womb
cervix - the mouth of the uterus
vagina - birth canal

4. The student should tell what structures are present in both the male and the female, and the function of each structure. See the answer to #3.

H - 4

1. A. F
B. T
C. F
D. T
E. F

2. A. Menstruation
B. egg
C. uterus
D. egg
E. fertilized
F. vagina
G. cleansed
H. ovary
I. egg
J. ovary
K. fallopian
L. 3 - 4 days
M. egg
N. uterus
O. tissue
P. blood
Q. fertilized
R. disintegrate
S. lining
T. 28
U. 12
V. 45

ANSWERS

3. There are three key stages in the menstrual cycle:

   1) the ovary produces a mature egg, which breaks out of the ovary and travels down the fallopian tube

   2) in 3 - 4 days the egg arrives at the uterus, by which time the uterus has collected a soft lining of tissue and blood to nourish the egg if it was fertilized

   3) if the egg wasn't fertilized, the egg disintegrates and the lining is discharged out of the body. This process takes about 28 days and occurs every month from the ages of about 12 to 45. However, many start earlier and do not stop until later.

   The function is to provide a "nest" for the fertilized egg. If the egg is not fertilized the process provides a natural means to cleanse the uterus and vagina.

4. The student should basically relate the same information found in #3.

H - 5

1. A. T
   B. F
   C. T
   D. T
   E. F

2.

g	pill	f	cream	h	diaphram
e	rhythm	b	jelly	i	condom
j	withdrawal	a	IUD	d	sterilization
c	douching	f	foam		

3. As long as the chart arranges the methods in order of effectiveness and has the correct description (see #2) the student passes this item.

4. Again the student should have the correct description and effectiveness with each method (see #2).

ANSWERS

H - 6

1. A. a social drinking
   c alcoholism
   b problem drinking

   B. c

2. Social drinking - drinking only occasionally and for innocent reasons. One may stop and never miss alcohol.

   Problem drinking - drinking everyday and depends on alcohol more than one will admit. One has difficulty doing without alcohol.

   Alcoholism - One has lost control over one's drinking and one drink means another. Alcohol is seriously interfering with every aspect of one's life.

   The seven factors - Speed of drinking, food consumption, mood, attitude, body weight, body chemistry, beverage type.

3. See #2

4. Subjective answer. If student "drinks", must define which type of drinker he/she is and if has experienced the seven factors, must relate them accurately, according to definition.

H - 7

1. B

2. Five adverse health effects - heart disease, bronchitis, emphysema, lung cancer, peptic ulser.

3. Same as #2.

4. If student smokes, he may not yet demonstrate any of the listed five adverse health effects, but should realize that manifesting those effects may be possible with continuation of smoking.

ANSWERS

H - 8

1. F
2. A, B, E, G, I, and J
3. polio, rubella, rubeola, diphtheria, whooping cough, tetanus
4. Check the record to see if the individual has been vaccinated against the six diseases discussed in #3. Student should be able to point out how complete his record is and what diseases should be vaccinated against.

H - 9

1. E
2. Seven warning signs - Change in bowel or bladder habits, a sore that doesn't heal, lump or thickening in a breast or elsewhere, nagging cough or hoarseness, unusual bleeding or discharge, indigestion or difficult swallowing, obvious change in wart or mole.
3. Student may make a chart listing the warning signs. Encourage him to be creative in terms of diagrams or corresponding cancers. Do not grade on art work here.
4. Same as #2.

H - 10

1. C Herpes II
   B Gonorrhea
   A Syphilis
2. A. Gonorrhea
   B. Syphilis
   C. Herpes II
   D. virus
   E. sexual
   F. intercourse
   G. condom
   H. syphilis
   I. chancre
   J. discharge
   K. Herpes II
3. Grade only on accuracy of the chart. Must include information contained in #4.

ANSWERS

4. Herpes II - Spread by sexual intercourse. No cure because it is caused by a virus. Symptoms are blister-like sores on sexual region. The condom provides some prevention.

   Gonorrhea - Spread by sexual intercourse. Cure consists of large doses of antibiotics which are most effective earlier in the disease's progression. Caused by bacteria. Symptoms are itching or burning during urination in men, and a white discharge in women. The condom provides some protection.

   Syphilis - Spread by sexual intercourse. Cure consists of large doses of antibiotics which are most effective earlier in the disease's progression. Caused by bacteria. Symptoms are painless sore called a chancre appears in the primary stages. The condom may provide some protection.

H - 11

1. A
   D
   B

2. Falls - keep stray toys off floor, use rubber backed rugs.

   Electrical shock - keep caps over outlets, don't use electrical appliances near water.

   Burns - keep matches away from children; avoid placing needed objects above stoves and ovens.

   Drug and food poisonings - keep drugs out of reach of children

   Explosions - keep flamible materials away from pilot lights, provide adequate ventilation.

   Student may choose any three of the above and may also choose

any preventative measure, he may also have a logical prevention which is not listed.

3. Same as #2

4. Use judgment, student should come up with those listed for answer one and two.

H - 12

1. A. F
   B. T
   C. F
   D. F
   E. T
   F. T
   G. T
   H. F
   I. F

2. Emergency procedures for choking victims - Ask the victim if he can talk or breathe (answer should be no). If victim is unable to talk, he will probably grasp his throad which is the sign that he is choking.

   If victim is standing -
   1. Stand behind the victim and place your arms around the victim's waist.
   2. Make a fist, place the thumb side against the victim's abdomen, slightly above the navel and below the ribs.
   3. Grab your fist with your other hand and press into the victim's abdomen with a quick upward motion.
   4. If necessary repeat the maneuver several times.

   If victim is sitting - If the victim is in a sitting position, the rescuer's position should be behind the victim's chair to perform the maneuver in the same manner above.

   If victim is lying on the floor -
   1. Place victim on his back.
   2. Face victim, straddling body kneeling astride victim's hips.
   3. Place your hands on top of the other, with the heel of the bottom hand slightly above the navel and below the ribs.

4. Press with a quick upward motion into the victims abdomen.
5. If necessary, repeat maneuver several times.

Emergency procedures for drowning victims

1. Pull the person out of the water.
2. If he/she is not breathing, give artificial respiration—clear the airway by extending his neck by pulling his head all the way back, causing his chin to jut up. Check for foreign objects by inserting your curved finger into the victim's mouth. Scoop out any large amounts of material that may be removed easily. For mouth to mouth breathing, place one hand under the victim's neck to keep the airway extended. Pinch the victim's nose shut, making a seal over the victim's mouth with your mouth. Blow air forcefully into his mouth at a rate of once every five seconds. One should be able to see the victim's chest or upper abdomen rise with each breath one blows in.

3. A) Choking, on the floor procedure - Student should describe the procedure according to #2.

   B) Drowning - artificial respiration - See #2.

4. Judge on accuracy of procedure as discussed in #2.